

Teaching English Narrative through Halliday's Meta-functions at the Intermediate Level

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ABSTRACT

The quest to explore the dynamic nature of pedagogy has always proven to be a pragmatically influential realm of inquiry. Thinkers, in an attempt to understand its complex essence, have discovered new pathways in this regard, giving rise to myriad propositions, hypotheses, and theories. The research under observation, following the qualitative mode of inquiry, seeks to incorporate the contemporary approach of Systemic Functional Grammar for teaching English narrative. The course book selected for this purpose pertains to the intermediate level and is entitled English Book 1 for Intermediate Classes: Short Stories by the Punjab Textbook Board, Lahore. It is hoped that the application of the aforementioned contemporary approach will not only inform students about the nature of a relatively new syntactic domain but also provide them with an opportunity to apply it in a classroom context.

Keywords: Functional Linguistics, Systemic Functional Grammar, Bloom's Taxonomy of Learning Domains, Halliday's Metafunctional

INTRODUCTION

As globalization continues to shape various aspects of contemporary life, the study of grammar instruction in English as a Foreign Language (EFL) or English as Second Language (ESL) settings remains a significant area of interest for researchers. Historically, different grammar approaches have emerged and evolved. During the Renaissance, traditional grammar was introduced to vernacular languages like English and integrated into educational curricula. This approach persisted in schools until the rise of the progressive education movement in the 1970s, which led to the development and widespread adoption of formal grammar. The field of formal linguistics was profoundly influenced by Noam Chomsky's work, which reshaped perspectives on language structure and acquisition. Meanwhile, some linguists sought to advance grammar further, leading to the emergence of *Systemic Functional Grammar*. This framework, largely shaped by the contributions of Michael Halliday, a distinguished linguist from the University of Sydney, emphasized the functional aspects of language. Educators worldwide have drawn upon the work of Halliday, focusing on the practical grammar applications in communication and language learning.

In *Introduction to Functional Grammar*, Halliday discussed the role of Systemic Functional Linguistics (SFL) in education, highlighting its practical applications in language instruction:

“This last is probably the broadest range of its applications; it includes experience in initial literacy, children’s writing, language in secondary education, classroom discourse analysis, teaching of foreign languages, analysis of textbooks, error analysis, teaching of literature, and teaching education.” (Halliday, 1994)

The concept of *metafunctions* by Halliday explores the intersection of linguistic expression and socio-culturally constructed meaning within a text. His approach examined the underlying ideologies beyond the surface-level language. This paper is grounded in the theoretical framework of Halliday’s *metafunctions*, as it offers a comprehensive perspective on narratives. This framework provides effective tools for analyzing both the structural and thematic elements of narrative texts, enabling a deeper understanding of their form and content.

Based on the framework, Halliday identified three key metafunctions of language: *ideational*, *interpersonal*, and *textual metafunctions*. The ideational metafunction is related to how the external world is represented through language, including both physical reality and human consciousness. The interpersonal metafunction focuses on social interactions, particularly the dynamics related to the listener and the speaker. Lastly, the textual metafunction concerns the structuring of information within discourse, ensuring coherence and logical flow in communication (Halliday, 1994).

Examining how educators include Halliday’s metafunctions into their instructional activities can contribute to more effective teaching strategies. Enhancing students’ comprehension of narrative texts appears to be closely related to instructional approaches. Recent studies emphasized the significance of using Halliday’s metafunctions in teaching English narrative texts. Furthermore, the way teachers implement different grammatical approaches can provide valuable insights into alternative methods for enriching students’ meaning-making processes and overall learning experiences.

SFG is one of the most significant areas of syntactic inquiry around the globe. Unfortunately, this area of investigation has not been incorporated at the pre-MS/MPhil level in Pakistani pedagogical syllabi. Schools need to critically evaluate their current practices to determine whether they are sustaining or even widening the achievement gap in English language courses. A pedagogy grounded in SFG emphasizes broadening the linguistic options available to students as they engage in key academic tasks. These linguistic choices function across multiple levels, including word, sentence, and discourse (Lucas, 2011). The application in this regard shall aim at maximizing knowledge along with its pragmatic dimension about the domain.

Problem Statement

This qualitative paper under observation deals with incorporating Halliday’s notion of *Systemic Functional Grammar* with specific reference to his *Metafunctional Hypotheses* to teach English narrative to the learners at the Intermediate level. It is hoped that Activity-based teaching of English narratives through *Halliday’s metafunctions (ideational, interpersonal, & textual)* shall seek to add a new dimension to teaching English narrative at the intermediate level.

Objectives of the Study

The primary objective of this study is to explore how SFG can be effectively integrated into pedagogical settings to enhance students' understanding of narrative texts. Specifically, this paper aims to familiarize ESL learners with the contemporary linguistic approach of Functional Grammar. Furthermore, it utilized the concept of metafunctions to support deeper comprehension of narratives. It also sought to develop pedagogical strategies that help learners recognize how meaning is constructed and organized in texts through the ideational, interpersonal, and textual metafunctions. By focusing on these aspects, the paper aspires to demonstrate how targeted instruction in SFG can improve learners' interpretive skills and overall engagement with narrative discourse in a second language.

Research Questions

1. How can *Systemic Functional Grammar* be incorporated in pedagogical contexts?
2. How can the designing and implementing instructions related to metafunctions enhance students' learning?

Significance of the Research

The present study is of great significance to teachers, students, and researchers about the multidimensional realms, viz linguistics, anthropology, ethnography, sociology, and literature. It will bring more chances of research in the Pakistani context, as the existing research proves to be inadequate in this regard. Analyzing the linguistic features of a narrative not only enhances comprehension of its *structure* but also provides insight into the complex nature of *meaning*. This type of examination helps uncover the underlying aspects of characters, shedding light on their intentions behind spoken expressions, which may otherwise be challenging for second-language learners to interpret. Further, the theory of metafunctions will not only improve the teaching practices but also the writing and communication skills of language learners. A well-structured second language learning environment can better mirror real-world language use, supporting learners in achieving proficiency more effectively. The investigation in this regard shall add to the existing realm of research and knowledge about the field.

LITERATURE REVIEW

The probe to understand and analyze the grammatical dimensions of human speech is regarded as an inclusive and comprehensive zone of inquiry by modern researchers. The present century has witnessed an innumerable range of research about the realm encompassing psychological, sociological, functional, cognitive, information-processing, and neurological spheres of research. The notion of *Systemic Functional Grammar* originated as an inclusive conception within *Functional Linguistics* as a theory of language rooted in *anthropology* (Malinowski, 1935). The anthropological frameworks provided by Bronislaw Kasper Malinowski (1884-1942), British-born English linguist, anthropologist, and sociologist of the century, assisted in the formation of its fundamental framework. Language for Malinowski was a Mode of action rather than being a counterpart of thoughts and ideas. The foundational roots of Systemic Functional Linguistics can be traced back to the work of John Rupert Firth (1890–1960). Firth's scholarly contributions span four key areas:

1. Emphasizing the significance of 'meaning' and 'context' as central aspects of linguistic study.
2. Analyzing the historical development of linguistics, with a particular focus on British linguists.
3. Advancing phonological research, notably through the creation of the 'Prosodic Analysis' model.

4. Conducting linguistic studies and compiling encyclopedic work on Indian and South Asian languages, with a focus on their orthographic and phonological systems.

The most comprehensive contribution, however, has been made by Halliday (1961, 1963, 1967, 1968, 1973, 1978), the British linguist who developed the Systemic Functional Linguistic approach to knowledge. Halliday (1978) views language from a social semiotic perspective, emphasizing the processes by which languages around the globe are used in two specific contexts:

- a. Situational Context
- b. Cultural Context

Halliday, therefore, treats language as context-dependent, emerging from specific situations based on certain choices made by speakers within a speech community. These choices, according to him, enable speakers to act meaningfully within a linguistic context.

According to Halliday (1985), meanings are produced through the functions of language within particular linguistic settings. As he states:

"...meaning is a product of the relationship between the system and its environment."
(Halliday, 1985, p. 10)

Different functions of language are thus employed whenever one uses language within a specific context. This theory introduces two foundational conventions about language, forming its overall thematic thread:

- Language varies as its function varies.
- Language is a semiotic system and a semiotic process that construes meaning.

Halliday considers all three metafunctions to be equally significant and simultaneously relevant at every level of the linguistic system. At the grammatical level (clausal stratum), this functional diversity is reflected in the following systems:

- a. Transitivity (Ideational)
- b. Mood (Interpersonal)
- c. Theme (Textual)

Mood is concerned with the grammaticality of speech functions. *Transitivity* refers to the classification of processes expressed in a clause and the roles played by the participants within those processes. *Theme*, according to Halliday (1994:37), is:

‘... the point of departure for the message. It is the element the speaker selects for ‘grounding’ what he is going on to say. (1994a: 34)

Theme thus is the initial point for conveying the intended meaning, a base from which the clause is *taking off* (Halliday, 1994). In English, a clause typically consists of two components: the *theme* and the *remainder* of the message. According to Halliday, the portion that follows the *theme* is referred to as the *rheme*, and together, they form a complete *message*.

Here, it is important to note that grammar alone does not imply strata as metafunctionally organized. The strata of phonology, semantics, and context have their own distinct layers. For example, Halliday

considers the text's outer framework, or the context of culture. Within this broader context, he places the context of the situation. According to him, the social context of a situation encompasses three features: field of discourse, tenor of discourse, and mode of discourse.

The field of discourse deals with the representation of social action in a text. This social feature, when realized at the linguistic/semantic level, is known as the experiential metafunction. This metafunction involves analyzing the type of processes described, the participants involved in these processes, and the circumstances surrounding them, such as time, cause, and location. The central linguistic features realizing this function are transitivity, lexicalization, and voice.

The tenor of discourse concerns the statuses and roles, the types of speech acts assumed in dialogue, and the parameters of temporary relationships between participants in a text. It also involves the speaker's or the writer's attitude toward the subject matter. From a linguistic perspective, the tenor is realized through the interpersonal metafunction of language, characterized by systems of mood and modality, along with lexical choices.

The mode of discourse refers to the function of language in the text, including its organization, status, and channel. It captures how ideational and interpersonal meanings are structured and conveyed. The textual metafunction is responsible for this, incorporating elements such as theme (including the distinction between given and new information), cohesion, coherence, and the overall information structure of the discourse.

According to Morley (1985), the semantic level of language encompasses various dimensions of meaning within a text, including ideational, interpersonal, and textual aspects. The SFG framework is grounded in the view that language is inherently functional, shaped by the diverse purposes for which people communicate in different social settings, such as explaining, arguing, entertaining, instructing, describing, and outlining ideas.

Grammar is structured around three core sets of functions, often referred to as **metafunctions**, each corresponding to a key role that language fulfills in human communication. These include:

1. The **experiential function**, which allows individuals to express and organize their understanding and experiences of the world around them;
2. The **interpersonal function**, which facilitates interaction and the expression of social relationships; and
3. The **textual function**, which supports the creation of connected, meaningful, and coherent discourse.

These metafunctions operate simultaneously within each sentence, conveying a wide range of semantic meanings. They are connected to the social context through the concept of "register." The field is realized through the experiential metafunction, the tenor through the interpersonal metafunction, and the mode through the textual metafunction. Depending on the nature of the field being discussed, speakers make grammatical choices from the available resources to express their experiences. For instance, language can represent actions and events through various types of Processes, in which different Participants are involved, accompanied by circumstances that detail aspects such as time, manner, cause, place, and other contextual elements.

In communication, the selection of syntactic structures is influenced by the nature of the interaction, with grammar serving to facilitate interpersonal relationships. This involves the use of language to ask

questions, issue commands, make statements, and express the degree of commitment to propositions. It also allows individuals to share opinions and emotions, engage with different perspectives, and interact with other voices. Traditional grammar focused on transitivity in terms of whether verbs were transitive or intransitive (Halliday, 1976), depending on whether a verb required an object. In contrast, SFL links transitivity to broader meta-functions of grammar. According to Halliday (1985), transitivity plays a central role in the experiential function of the clause, helping to represent a wide range of processes, including human actions, events, experiences, states of consciousness, and relationships.

The system of meaning examines how reality is represented in a linguistic text, aiming to convey similar experiences through various lexico-grammatical choices that are shaped by different cognitive styles or the author's belief systems. These choices reveal the author's ideological perspective, which is influenced by socio-cultural institutions. According to Fowler (1986), linguistic codes cannot objectively represent reality, as they inherently reflect particular belief systems. The concept of Transitivity encompasses various elements, including the *process* and *participants*, which are labeled in different ways. These participants may include roles such as *actor*, *goal*, *senser*, *phenomenon*, *carrier*, *attribute*, as well as circumstances like *cause*, *location*, *manner*, *means*, and *instrument*.

According to Halliday (1976), a process refers to a semantic verb that conveys specific meanings within a particular social context. Examples of processes include actions such as doing, happening, feeling, sensing, saying, behaving, and existing. These processes represent various events, relations, and states, whether physical, mental, or emotional, classified within the semantic system of a clause. These categories are material, relational, mental, verbal, behavioral, and existential processes. Halliday (1985) further emphasizes that these linguistic "*processes*" are shaped by our perception of the world and are socially and culturally constructed. Participants, whether animate or inanimate noun phrases, interact with circumstances expressed through adverbial and prepositional phrases, which collectively contribute to the semantic content of the clause.

In grammar, the interpersonal metafunction at the clausal level encompasses the concept of Mood. Mood pertains to the type of information or service being conveyed, and whether it is being offered or requested, as well as the dynamics between the participants in the interaction. The tenor of the communication addresses aspects such as the gender or status-based power of the participants involved. According to Muir (1972) and Halliday (1981), Mood is closely linked to interpersonal communication and includes three key grammatical categories: speech function, modality, and tone. The interpersonal metafunction focuses on social roles and relationships, which are expressed through elements like formality, pronouns, and clausal mood (such as declarative, imperative, or interrogative). Ultimately, the interpersonal relationship reflects the semantic outcomes that emerge between the participants in the interaction.

From a syntactic perspective, the textual metafunction at the clausal level is centered around the concept of Theme. Thematic structure focuses on the division between Theme and Rheme, which refers to the organization of old and new information, or the relationship between topic and comment. Any element in a clause, such as the Subject, Predicator, Complement, or circumstantial Adjunct, can be placed in the thematic position at the beginning of the clause, which holds more prominence than other positions within the sentence. Muir (1972) explains that "*The thematic element in a clause is the first element that results from choice*" (p. 98). Halliday (1981) further elaborates that the Theme carries the primary message of the text, signifying the connections between different parts of the text. The Topic is introduced first, followed by the Comment, which expands, justifies, and provides additional details to the information presented in the Topic.

In the structure of a clause, the roles of Theme and Rheme are integral to conveying the overall message. The Theme occupies the initial position in the clause, whether marked or unmarked, while the Rheme follows in the non-initial position. Information in a sentence flows from the thematic top (Theme) to the thematic bottom (Rheme), which may be accompanied by rising or falling intonation, reflecting the prosodic features of the text. The Theme tends to lead toward the Rheme, with the flow of information progressing from Given to New, highlighting the significance of the information's placement. According to Halliday, an in-depth analysis of these metafunctions centers on the development of meaningful communication. The collaborative interaction of these metafunctions is essential for expressing both the verbal and non-verbal content in communication.

To evaluate students' learning outcomes within pedagogical contexts, numerous hypotheses and theories have been proposed by leading educators. One prominent figure in this field is Dr. Benjamin Bloom, a distinguished American academic and educational expert. In 1956, under Bloom's leadership, the development of Bloom's Taxonomy of Learning Domains aimed to foster higher-order thinking skills in education. This framework encourages the cultivation of skills like analysis and evaluation, moving beyond the limited approach of rote memorization and fact recall.

Bloom's Taxonomy, first developed in 1948, was created within the context of educational psychology when Benjamin Bloom led a committee of American scholars. The committee aimed to establish a systematic framework to categorize learning behaviors, which would aid in the design and assessment of educational programs. Over the years, Bloom's Taxonomy has been expanded and refined by Bloom and various contributors, focusing on how educators can effectively achieve their learning goals.

Bloom emphasized that education should prioritize the "mastery" of subjects and the development of higher-order thinking skills, rather than merely transferring facts. He observed that much of traditional teaching focused on the transfer of facts and information recall, which he considered the most basic level of learning. This approach, which hindered true intellectual growth, continues to be a challenge for educators today. Many corporate training programs, similar to those in educational institutions, are often ineffective and rely too heavily on passive knowledge transfer rather than fostering active participation and engagement.

Bloom's Taxonomy supports the classical framework of 'Knowledge, Attitude, Skills' in both learning methods and evaluation. In his 1956 work, Bloom categorized learning into three main domains: Cognitive, Affective, and Psychomotor. It is known as the cognitive domain. This involves intellectual abilities, including the recall or recognition of specific facts, and is divided into categories such as Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Then comes the Affective domain (Krathwohl, Bloom, Masia, 1973). This domain relates to emotional growth, including factors like feelings, values, motivation, and attitudes. It is structured into five key categories: receiving phenomena, responding to phenomena, valuing, organizing, and internalizing values. The psychomotor domain, as defined by Simpson (1972), encompasses physical movements, coordination, and the application of motor skills. This domain is further divided into several subcategories, including perception, set, guided response, mechanism, complex overt response, adaptation, and origination. The application of any model of learning needs to be assessed to judge the level of achievement within a pedagogical setup. The taxonomy of the kind mentioned can truly serve the purpose in this regard.

METHODOLOGY

The research followed a *qualitative mode of inquiry*. The data has been evaluated and analyzed within the qualitative framework through *content analysis*. According to Denzin and Lincoln (1994), qualitative

research is characterized by its use of multiple methods and emphasizes an interpretive, naturalistic approach to understanding the research subject. In contrast, content analysis is described as a technique used to make inferences by systematically and objectively identifying distinctive features within a message (Holsti, 1968, p. 608). Holsti (1968) has further elaborated the nature of the process whereby the researcher engages himself in *including* or *excluding* the *content* under study according to consistently applied criteria of selection. The present research, by following the semantic understanding of Content analysis, attempted to investigate, *systematically* and *objectively*, the nature of the written content under investigation.

THEORETICAL FRAMEWORKS

Metafunctional Hypothesis

The main theoretical framework employed in the study is that of *Halliday's Metafunctional Hypothesis*. The *Functions* of any language around the globe, according to Halliday, are simultaneously fulfilled when used in a language. The functions he deems are concurrently relevant and interlinked. The following is a description of the *Metafunctional Hypothesis* presented by Halliday (1995):

The thematic context or semiotic environment may [...] itself be ideational (a transitivity role; for example, temporal or spatial – a circumstance of time or space), interpersonal (a key to the speech function or an assessment; for example, the modal value of the proposition or the speaker's attitude towards it), or textual (the conjunctive relationship to preceding text); or a combination. (p: 532)

In simple terms, Halliday presents the following classification of Metafunctions:

- **Ideational Metafunction**, which includes:
 1. Experiential
 2. Logical
- **Interpersonal Metafunction**
- **Textual Metafunction**

To explain these further, the *Ideational Metafunction* focuses on how individuals experience the world around them (Halliday, 1970). This function is divided into two aspects: Experiential and Logical. The Experiential aspect involves the interpretation of meaning through participants, processes, events, and circumstances within a given context. In contrast, the *Logical*, on the other hand, refers to the general organizing relations expressed by dependencies between elements in structures (e.g., Hypotactic vs paratactic organization).

The *Interpersonal Metafunction*, according to Halliday (1970), aims at establishing and maintaining social relations, including the assessment on the part of a speaker regarding the probability and relevance of a linguistic message.

The *Textual Metafunction* is concerned with organizing language into coherent and cohesive texts (Halliday 1970: 143). It thus aims at establishing different levels of discourse concerning, for instance, *coherence and cohesion along with its sub-categories like ellipsis, substitution, conjunctions, lexical cohesion*, etc.

Bloom's Taxonomy

The other theoretical framework employed in the study is that of the renowned *Bloom's Taxonomy*. In 1956, Bloom and his colleagues introduced a taxonomy aimed at fostering advanced cognitive skills in education. The framework was designed to encourage learners to engage in complex processes like analysis and evaluation, moving beyond the limitations of simple memorization or rote learning. The formulation of exercises to judge students' learning is by *Bloom's Cognitive Domain* as described in his taxonomy, encompassing the learning attributes like *knowledge, comprehension, application, analysis, synthesis, and evaluation*.

Methodology adopted to teach English Narrative through Halliday's Metafunctions

The research employed content analysis within the qualitative mode of inquiry. To achieve the primary objective, examining the teaching of English narratives at the intermediate level through Halliday's Metafunctional Hypothesis, a relevant textbook was selected for data collection. The researchers analyzed the content of the selected book, English Book 1 for Intermediate Classes (Short Stories), published by the Punjab Textbook Board, Lahore.

To apply Halliday's Metafunctional Hypothesis, the nature of the book was thoroughly examined. The textbook focuses on narrative texts and covers a wide range of themes, including love, adventure, heroism, realism, romanticism, metaphysics, optimism, and pessimism, among others. To add a practical dimension to the study, assessment exercises were designed in alignment with rubrics based on Bloom's Taxonomy. The categories of Knowledge and Comprehension were specifically employed to ensure that the tasks aligned with students' expected performance levels. Care was taken to ensure that all exercises were relevant to Halliday's Metafunctional Hypothesis. For analysis, nine chapters were randomly selected from the fifteen included in the textbook. The following is the list of selected chapters:

Title	Author	Genre/Type	Key Themes
Button, Button	Richard Matheson	Short Story	Morality, Greed
Clearing in the Sky	Jesse Stuart	Short Story	Family, Nature, Resilience
Dark They Were, and Golden-Eyed	Ray Bradbury	Science Fiction	Change, Identity, Alienation
The Piece of String	Guy De Maupassant	Short Story	Injustice, Reputation
The Reward	Lord Dunsany	Fantasy/Parable	Honor, Recognition
The Use of Force	William Carlos Williams	Realistic Fiction	Power, Ethics in Medicine
The Gulistan of Sa'adi	Sheikh Sa'adi	Classical Prose	Wisdom, Morality
The Mild Attack of Locusts	Doris Lessing	Short Story	Survival, Nature, Crisis
The Angel and the Author and Others	Jerome K. Jerome	Satire	Literature, Human Behavior

The exercises employed various dimensions of analysis, including some modes already mentioned in the book, along with their integration with other methods of appraisal. The following approaches were used as foundational bases to formulate the exercises:

- Matchmaking exercises
- Thematic analyses
- Character analyses

- Development of narration
- Development of events
- The role played by different components of metafunctions
- Relationship between different aspects of metafunctions

While implementing the above-mentioned approaches, the researchers ensured that all exercises effectively aligned with and aimed to fulfill the objectives of the study. A complete account of these exercises is provided in the final section of the project, entitled Appendix.

CONCLUSION AND RECOMMENDATIONS

SFG is an innovative and contemporary approach in the field of linguistic analysis. It is hoped that integrating this approach within literary genres will enhance interest and introduce novelty in pedagogical contexts. Analyzing texts through the ideational, interpersonal, and textual metafunctions can provide students with a deeper understanding of how language shapes experiences, relationships, and textual complexities, generating meaning in alignment with situational and cultural contexts. Research of this kind enables educators to familiarize themselves with modern teaching techniques, thereby enriching the overall teaching-learning experience. Similar research can be undertaken by other scholars, focusing on various theoretical and applied aspects of linguistics. This method of investigation can also be applied to different literary genres to further expand the scope of knowledge in this area.

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APPENDIX

Exercises Based on Halliday's Metafunctional Hypothesis

Framework for all exercises: Benjamin Bloom's Taxonomy of Learning Domains

Exercise 1

Chapter: *Button, Button* by Richard Matheson

Bloom's Domain: Cognitive (Category: Knowledge)

Metafunction: Textual Metafunction

Activity: Match the themes in Column A with the corresponding rhemes in Column B based on the text.

A — Themes	B — Rhemes
The package	was lying by the front door.
Mr. Stewart	was a small man in the hallway.
Norma	was still sitting on the sofa.
In a moment	it had passed.
There	looked surprised.

Exercise 2

Chapter: *Clearing in the Sky* by Jesse Stuart

Bloom's Domain: Cognitive (Category: Knowledge)

Metafunction: Interpersonal Metafunction

Activity: Identify the **mood types** (e.g., declarative, interrogative, imperative, exclamative) in the following sentences:

- i. It's the best-looking hay.
- ii. Won't that grow here?
- iii. He had made up his mind.
- iv. This is the clearest price I have ever seen.
- v. Is that what you wanted to show me?
- vi. "This is the way, Jess," said my father.
- vii. I had carried a basket of dishes.
- viii. "I won't let 'em," he said.
- ix. There were two slips in the road.
- x. I couldn't climb up the steep path.

Exercise 3

Chapter: *Dark They Were and Golden Eyed* by Ray Bradbury

Bloom's Domain: Cognitive (Category: Comprehension)

Metafunction: Ideational Metafunction

Activity: Insert suitable **processes** (verbs) into the following sentences using the pattern provided in examples:

Examples:

- a. The rocket metal **cooled** in the meadow winds.
- b. They **walked** into the town.

Exercise Sentences:

- i. Mr. Bittering _____ to fire a pistol in the air.
- ii. Harry Bittering _____ into the metal shop.
- iii. His wife _____ with his supper in the wicker basket.
- iv. Everyone _____.
- v. The son _____ songs on the ancient flute.

Exercise 4

Chapter: *The Piece of String* by Guy de Maupassant

Bloom's Domain: Cognitive (Category: Comprehension)

Metafunction: Textual Metafunction

Activity: Explain how the **theme-rheme** structure in the following sentences contributes to the development of the story's main idea:

- i. Mr. Hubert, surprised and disturbed, followed the police officer.
- ii. Mr. Hubert, the old man, remembered, understood, and flushed with anger.
- iii. Hubert felt shame and disgrace to his self-esteem and character.

- iv. In the delirium of his death struggle, he kept claiming his innocence.
- v. The grave of Hubert withstood the havoc of the flood.

Exercise 5

Chapter: *The Reward* by Lord Dunsany

Bloom's Domain: Cognitive (Category: Comprehension)

Metafunction: Ideational Metafunction

Activity: Discuss how the **Ideational Metafunction** (participants, processes, and circumstances) contributes to the central theme in the following excerpt:

“Whatever the question was, it was once understood, royal smiles were directed towards him and the gentle applause broke out from every hand which he understood at once, and the old bent form moved on, away from the hurdle... the applause broke out, assuring him that no actual activity was expected of him. And so, having made his bows, he was led to a seat, his life's ambition achieved.”

Exercise 6

Chapter: *The Use of Force* by William Carlos Williams

Bloom's Domain: Cognitive (Category: Knowledge)

Metafunction: Interpersonal Metafunction

Activity: Identify the **Predicators** (main verbs) and **Adjuncts** (circumstantial information) in each sentence:

- i. I overpowered the child's neck and jaws.
- ii. I forced the heavy silver spoon back of her teeth and down her throat till she gagged.
- iii. And there it was, both nostrils covered with membrane.
- iv. She had fought bravely to keep me from knowing her secret.
- v. She had been hiding that sore throat for three days.

Exercise 7

Chapter: *The Gulistan of Sa'di* by Shaikh Sa'adi

Bloom's Domain: Cognitive (Category: Knowledge)

Metafunction: Interpersonal Metafunction

Activity: Match the **mood elements** in Column A with the appropriate **residues** in Column B:

A — Moods	B — Residues
The slaves had	brought to the altar.
A boy was	sent to the village to bring some salt.
The foundation of oppression was	small in the world.
The boy was	never been to sea.
The Qazi has	issued a decree to kill me.
It is	better for me to die.

Exercise 8

Chapter: *A Mild Attack of Locusts* by Doris Lessing

Bloom's Domain: Cognitive (Category: Knowledge)

Metafunction: Ideational Metafunction

Activity: Identify and underline the **Circumstances** in the following paragraph:

“For the Lord’s sake,” said Margaret angrily, still half crying, “what’s here is bad enough, isn’t it?” For although the evening air was no longer black and thick, but a clear blue, with a pattern of insects whizzing this way and that across it, everything else—trees, buildings, bushes, earth—was gone under the moving brown masses.

Exercise 9

Chapter: *The Angel and the Author—and Others* by Jerome K. Jerome

Bloom's Domain: Cognitive (Category: Comprehension)

Metafunction: Interpersonal Metafunction

Activity: Describe how the **Interpersonal Metafunction** represents the central character’s emotions and relationships in the following lines:

- i. I had a vexing dream one night.
- ii. I have often thought of keeping a diary.
- iii. It was at this point of my journey that I heard behind me a slow throbbing sound of wings.
- iv. I don’t want you to run away with the idea that I am the only good man in the world.
- v. I did remember the rummage sale to which I sent all my old clothes.